

Cockfield Primary School Pupil Premium Strategy Statement 2021/22

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Cockfield Primary and Nursery
Number of pupils in school	112
Proportion (%) of pupil premium eligible pupils	36% 40 children
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021~2024
Date this statement was published	October 2021
Date on which it will be reviewed	January 2022
Statement authorised by	The governing body
Pupil premium lead	K Costello
Governor lead	C Racher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,765.00
Recovery premium funding allocation this academic year	£2320
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£54,085

Part A: Pupil premium strategy plan

Statement of intent

At Cockfield Primary we see the raising of attainment for disadvantaged children as part of our commitment to help all children achieve their full potential by:

- Following our core values and ethos of care, believe, achieve together
- Promoting an ethos of attainment for all children rather than stereotyping disadvantaged children as a group with less potential to succeed.
- Having individualised approaches to address barriers to learning at an early stage through intervention.
- Focusing on high quality teaching and effective deployment of staff to support disadvantaged children.
- Make decisions based on detailed data analysis and responding to evidence.
- Enriching our children's cultural capital by providing rich experiences throughout their school life and giving them real opportunities to have a voice and engage in service.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Pupils who are eligible for Pupil Premium do not enter early years at age related-expectations; communication and language is exceptionally poor. This means they need to make more progress than their peers to catch up.
2	Emotional resilience of pupils eligible for pupil premium is low compared to their peers. This can affect their ability to concentrate on academic activities, especially when working with others or when tasks are challenging.
3	Due to low starting points in communication and language, some current Year 1 and Year 2 pupils did not achieve the early learning goals at the end of reception. Also progress of Key Stage 1 pupils has been heavily impacted by the lack of social interaction and support for learning at home during the recent pandemic They have missed lots of early learning and therefore need support to catch-up.
4	Due to a difficult period in key stage one and the subsequent impact of COVID 19 and lockdowns, children in upper key stage 2 did not start the year at age related expectations and therefore need lots of support to catch up. All children need high quality teaching and feedback to ensure they make progress and develop appropriate skills and knowledge.
5	A small proportion of disadvantaged pupils are persistently absent from school and therefore miss out on key aspects of their education
6	There are too many gaps in mathematical knowledge and concepts created by Covid 19 to be overcome just in daily maths lessons.
7	Less engagement in supporting children to read at home means staff have to ensure there are opportunities in school to support and value reading.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Pupils eligible for Pupil Premium in EYFS make rapid progress in all areas to meet national expectations.	A higher proportion of disadvantaged children meet a Good Level of Development than in 2021.
Improve emotional resilience for all pupils through use of TA support and intervention.	Lesson observations will demonstrate pupils' positive attitudes to learning and good behaviours.
Y1 and Y2 phonics resits confirm that increased proportions of disadvantaged pupils meet the standard. Y2 teacher assessment results confirm that increased proportions of disadvantaged pupils meet the standard.	% of PP pupils meeting the expected standard in phonics, reading, writing, maths and science improves from 2019.
Provide children with high quality teaching and feedback to ensure progress in lessons. Ensure retrieval practice is embedded and working well. Ensure a culture of challenge runs through all curriculum areas	Increased proportions of pupils will reach ARE in English and Maths across the school. Increased proportions of pupils will achieve GDS.
Reduce the number of persistent absentees.	% of persistent absentees is at least in line with National Average.
Gaps in maths knowledge and skills are overcome by intervention and catch up tuition	By July 2022 the percentage of children achieving ARE in maths is at 75%+ in all year groups
Increase engagement with parents to support home reading. Provide increased opportunities in school to support and enthuse a love of reading.	By the end of the academic year, attainment in reading for all pupils improves across the whole school compared to standardised assessment in summer 2021.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £36213

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement Nuffield Early Language Intervention with identified EYFS children across the year.	<p>On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p> <p>A 2016 randomised controlled trial found a positive impact of four months' additional progress for the Nuffield Early Language Intervention.</p> <p>EEF toolkit: Communication and language approaches - additional 6 months progress</p> <p>NELI - additional 10 months progress</p>	1
Staff to receive training from the Maths Hub to develop early numeracy approaches.	<p>On average, early numeracy approaches have a positive impact on learning equivalent to approximately six additional months' progress for early mathematics outcomes. There is some variation between approaches, which suggests that the choice of approach and the way in which strategies are introduced are important. Approaches tend to produce larger effects when they are designed to develop a particular mathematical skill (such a counting or estimating), commit a regular amount of time to developing mathematics (between two and three hours per week), designed specifically for the early years setting involved, and include some specific individual interaction.</p> <p>EEF toolkit: Early Numeracy Approaches - additional 6 months progress</p>	1
<p>All staff to complete training to develop understanding of metacognition.</p> <p>Staff will implement strategies which are appropriate to their cohorts following training.</p>	<p>Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.</p> <p>EEF toolkit: Metacognition and self-regulation - additional 7 months progress</p>	2
EYFS & KS1 staff to access Phonics training to ensure consistency in this approach to phonics across the school.	<p>Overall, the evidence base related to phonics is very secure. There have been a number of studies, reviews and meta-analyses that have consistently found that the systematic teaching of phonics is beneficial. There is some evidence that approaches informed by synthetic phonics (where the emphasis is on sounding out letters and blending sounds to form words) may be more beneficial than analytic approaches (where the sound/symbol relationship is inferred from identifying</p>	3

	<p>patterns and similarities by comparing several words). Bug Club is a DfE accredited systematic synthetic phonics programme</p> <p>EEF toolkit: Phonics - additional 4 month progress</p> <p>Bug club literacy Efficacy reports Pearson</p>	
<p>All staff to complete training on adaptive teaching - stretch & challenge</p> <p>Staff will implement strategies which are appropriate to their cohorts following training.</p>	<p>Metacognition has consistently high levels of impact.</p> <p>Stretching and challenging pupils' capabilities for learning, storing and implementing knowledge through adaptive teaching is even more essential post COVID</p> <p>EEF toolkit: Metacognition and self-regulation - additional 7 months progress</p>	4, 6
<p>All staff to complete training on implementing the EEF's key principles of Effective Feedback</p>	<p>Providing feedback is a well-evidenced and has a high impact on learning outcomes.</p> <p>EEF toolkit: Very high impact for very low cost based on extensive evidence additional 6 months</p>	4, 6
<p>Employment of highly trained and experienced staff who deliver quality first teaching across school.</p>	<p>If deployed effectively teaching assistants who provide small group targeted interventions show a positive benefit of between four and six additional months on average.</p> <p>EEF toolkit: Small group targeted interventions additional 4 to 6 months</p>	4, 6
<p>Work with the Maths Hub to further develop the Mastery approach to Maths and to address gaps in learning</p>	<p>Mastery learning is particularly effective when pupils are given opportunities to work in groups or teams and take responsibility for supporting each other's progress. (Alongside additional support)</p> <p>EEF toolkit: Mastery learning +5 months</p>	6
<p>Embed new phonics scheme with on-line e-readers to support reading from home. Phonics workshops for parents. Continue to resource accelerated reader, Reading Rainbow, Reading for Pleasure & other reading opportunities.</p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>EEF toolkit: Parental engagement +4months</p>	7

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £15872

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A teaching assistant familiar to our school will be tasked to provide tuition.</p> <p>(School Led Tutoring Grant to pay 75% of costs)</p>	<p>Short, regular sessions (about 30 minutes) over a set period of time (six to twelve weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. A variability in findings may suggest it is the particular type or quality of teaching enabled by very small groups that is important, rather than the precise size of the group.</p> <p>EEF Teaching and Learning Toolkit: Small group tuition - additional 4 months progress</p>	3,4,6
<p>Small group maths interventions to plug gaps in learning – Catch Up & Hands On Maths</p>	<p>If deployed effectively teaching assistants who provide small group targeted interventions show a positive benefit of between four and six additional months on average.</p> <p>EEF toolkit: Small group targeted interventions additional 4 to 6 months</p>	6

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A teaching assistant and Mental Health Lead to have specific time set aside to support children with challenging behaviour and social / emotional needs</p>	<p>Overall, it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning. This is based on a number of meta-analyses that review robust studies of interventions in schools.</p> <p>EEF Teaching and Learning Toolkit: Behaviour Interventions - additional 3 months progress</p>	2
<p>Subsidising wraparound care and enrichment for disadvantaged children to ensure they start the day ready to learn and to enhance lifeskills.</p>	<p>Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Project Magic Breakfast +2 months</p> <p>Research links breakfast consumption to GCSE attainment Magic Breakfast</p> <p>The impact of breakfast on learning in children - Family Action (family-action.org.uk)</p>	2
<p>Attendance Audit conducted by LA Follow up recommendations HT & Office Manager work closely with families of PA children and provide support where needed.</p>	<p>Number of disadvantaged PA students to decrease Parental engagement has a positive impact on average of 4 months' additional progress.</p> <p>EEF Teaching and Learning Toolkit: Parental Engagement – additional 4 months progress</p>	5

Early identification & communication with PA families.		
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Total budgeted cost: £ 54085

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	School Mental Health Lead
What was the impact of that spending on service pupil premium eligible pupils?	Support is available as and when required, the children are settled and happy in school and are happy to have someone to talk to when needed.

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, other pupil evaluations have been undertaken during the 2020 to 2021 academic year, and we have taken these into account when evaluating our strategy.

Standardised assessments completed in July 2021 indicate that all children are showing progress from their March baseline.

Strategies used in 2021-22 were successful and so the school will continue to use some of these approaches.

Teaching Strategies

Staff training in the use of online platforms supported the quality of remote education to ensure that pupils continued to access the wider curriculum during lockdown.

Although engagement of children was high, parental engagement and contact was low during the spring lockdown so on return staff have worked on communication and language skills, phonics and early writing and numeracy. Although good progress is evident there is still a need for further support in these basics in year 1. Continuous provision will be provided in year 1 to allow for play opportunities interaction and pupil led learning.

Engagement levels for Accelerated Reader are now high with 100% of pupils quizzing regularly and showing excellent progress.

Presentation has improved across school and a new handwriting scheme is ensuring consistency. Children are proud of their work. All teaching was good with some outstanding features, book scrutinies reflected progress towards objectives.

Targeted Intervention

Identified pupils receiving one to one tuition across the summer term made good progress. Teacher assessment results for reading showed improvement across school (this was particularly marked in year 6). Lexia shows impact for the lowest 20% of readers. Children who attended therapeutic writing sessions are now much more settled.

Wider Strategies

Children are settled and ready to learn. Behaviour and attitudes towards learning are excellent and children are taking pride in their work. The impact of training on supporting children with anxiety can be seen across school and strategies are in place for our ASD children. Attendance of disadvantaged pupils is above national other.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Speech & Language Intervention	Talking Dales
Lexia Core 5 Literacy Programme	Lexia
Accelerated Reader	Renaissance Learning

Further information (optional)

Include any additional funding or strategies used to support vulnerable pupils in school.

Part C: Governance – monitoring the effectiveness of the Pupil Premium Strategy

Governors are involved in evaluating our Pupil Premium Strategy termly. Please see below a brief summary of discussions about the effectiveness of the strategy to address the intended outcomes.

Activity	Autumn 2021 Evaluation	Committee Date
Teaching Priorities	Impact of last year's strategy was presented to governors and discussed. Barriers to learning were shared with governors and key priorities for the coming year. Strategy was shared and discussed at Full Governing Body meeting, governors asked questions (see minutes and impact notes)	20/10/21 Curriculum Full Governing Body Meeting
Targeted Academic Support	School Led Tutoring was discussed at Curriculum Committee and the school's plan was agreed.	20/10/21 Curriculum
Wider Strategies	Role of the recently appointed Mental Health Lead was discussed The quality, variety and diversity of wraparound provision was discussed alongside the take up from disadvantaged and other groups.	20/10/21 Curriculum 05/11/21 Finance Committee

Activity	Spring 2022 Evaluation	Committee Date
Teaching Priorities		
Targeted Academic Support		
Wider Strategies		

Activity	Summer 2022 Evaluation	Committee Date
Teaching Priorities		
Targeted Academic Support		
Wider Strategies		